



Richland One Charter Middle College

316 South Beltline Blvd.

Columbia, SC 29205

Grades	11-12 High School	
Enrollment	129 Students	
Principal	Dr. Tiniece P. Javis	803-738-7114
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	N/A	N/A
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	10	12	0	1

* Ratings are calculated with data available by 12/14/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	N/A	N/A	N/A	69.6%	70.7%	75.8%
Passed 1 subtest (%)	N/A	N/A	N/A	17.8%	16.2%	14.5%
Passed no subtests (%)	N/A	N/A	N/A	12.6%	13.1%	10.9%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	N/A	90.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	70	76	182	197
Number of Graduates in Cohort	61	60	134	143
Rate	87.1%	78.9%	72.8%	74.5%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	92	74	189	211
Number of Graduates in Cohort	79	67	143	153
Rate	85.9%	90.5%	75.2%	74.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	.	72.4%
English 1	.	65.0%
Biology 1/Applied Biology 2	.	72.3%
US History and the Constitution	28.8%	47.6%
All Tests	28.8%	61.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=129)				
Retention rate	0.0%	No Change	3.1%	2.9%
Attendance rate	95.9%	Down from 98.3%	95.3%	95.1%
Served by gifted and talented program	0.8%	N/A	15.6%	17.5%
With disabilities	5.7%	N/A	13.0%	11.9%
Older than usual for grade	11.4%	N/A	9.7%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.6%	1.5%	1.1%
Enrolled in AP/IB programs	7.9%	Down from 21.0%	7.6%	15.1%
Successful on AP/IB exams	N/A	N/A	39.5%	51.5%
Eligible for LIFE Scholarship	30.9%	Up from 30.0%	30.4%	30.6%
Annual dropout rate	0.0%	Down from 0.8%	2.7%	2.3%
Career/technology students in co-curricular organizations	81.8%	Up from 0.0%	16.6%	7.2%
Enrollment in career/technology courses	22	Up from 19	338	418
Students participating in work-based experiences	0.0%	Down from 22.6%	12.4%	14.6%
Career/technology students attaining technical skills	95.5%	Up from 73.7%	85.0%	84.8%
Career/technology completers placed	N/A	N/A	95.8%	98.3%
Teachers (n=8)				
Teachers with advanced degrees	100.0%	Up from 66.7%	59.4%	63.4%
Continuing contract teachers	100.0%	Up from 83.3%	77.5%	78.8%
Teachers returning from previous year	80.0%	N/A	83.6%	86.2%
Teacher attendance rate	95.7%	Down from 96.5%	95.2%	95.2%
Average teacher salary*	N/A	N/A	\$47,908	\$48,699
Professional development days/teacher	3.9 days	Up from 2.9 days	9.7 days	9.9 days
School				
Principal's years at school	1.0	Down from 8.0	3.5	3.0
Student-teacher ratio in core subjects	N/R	N/R	27.0 to 1	26.9 to 1
Prime instructional time	90.5%	Down from 94.6%	89.0%	89.0%
Dollars spent per pupil**	\$8,034	Up 15.3%	\$8,210	\$7,919
Percent of expenditures for teacher salaries**	60.0%	Down from 61.0%	55.0%	57.0%
Percent of expenditures for instruction**	72.0%	Up from 71.6%	58.0%	60.0%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 100.0%	97.8%	97.7%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	12.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	N/A	N/A	52	28.8%	76	78.9%
Gender						
Male	N/A	N/A	16	43.8%	24	87.5%
Female	N/A	N/A	36	22.2%	52	75.0%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	46	28.3%	67	77.6%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	N/A	N/A	15	26.7%	35	80.0%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Richland One Middle College (ROMC) is a true community school. We have achieved Red Carpet School status by providing a culture of excellent customer service as well as establishing high expectations for all stakeholders. ROMC served as a 21st-Century Community Learning Center site serving the needs of students and families through Project LIFT, Learning Innovations Focused on Technology. ROMC's Foundation continued its support of the "Building Better Communities One Student at a Time Campaign", which funds early start scholarships, internships, and laptops for all students. ROMC continues to be supported by our collaborating partners Richland School District One and Midlands Technical College, to maintain an early transition college on the Beltline campus of Midlands Technical College. This unique innovative educational concept is also supported by the business community to provide students a seamless transition from high school to post secondary opportunities.

GUARANTEED STUDENT SUCCESS FORMULA (GSSF): ROMC guarantees student success. The overriding goals of ROMC's Student Success Program are to increase academic achievement by connecting classroom activities to real world experiences; to promote career awareness, exploration and preparation, as well as to develop character and leadership qualities through community service learning. The evidence of ROMC's GSSF is in the 2011-2012 numbers. ROMC's graduating class of seventy (70) boasts a 100% completion status, 100% dual credit accrual, 90% college acceptance, and the completion of more than 16,000 hours of community service. They also earned more than \$1,000,000 in scholarship awards: inclusive of twenty-one (21) Life Scholars and eight (8) Hope Scholars.

ROMC continues to actively engage all students through the rigor of project-based learning with the Senior Capstone & Junior Keystone Projects; ROMC Reads!, a school-wide literacy initiative providing all students with books to build personal libraries; and a very technology-rich environment where all students use personal laptops with wireless capability for learning and citizenship in this digital century. ROMC also utilizes the High Schools that Works Model as its transitional reform model.

Other exemplary features of the 2011-2012 year include the completion and enhancement of student profiles for all students; fifth annual Fall Expo and eight annual Academic and Career Excellence Banquet and Exhibition, events celebrating student academic work and achievements; 4 school-wide days of community service; 6 student success seminars and student ambassador leadership trainings; 2 school-wide days of job shadowing; 4 college tours; a rigorous A, B, C, I, NC grading scale; and the highly effective Advisor/Advisee and Extra Help/Extra Time student sessions.

Audrey L. Breland, M. Ed., Dean
Robert L. Kirton, Ed. D., Executive Director
Pamela Bynoe-Reed, ROMC Foundation

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	41	4
Percent satisfied with learning environment	N/A	87.8%	N/A
Percent satisfied with social and physical environment	N/A	78.1%	N/A
Percent satisfied with school-home relations	N/A	80.5%	N/A

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	N/A
Overall Grade Conversion	I

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Richland One Charter Middle College school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No

Abbreviations for Missing Data

Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
All Students	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data